

***VARIATION No.1***  
***TO***  
***CONTRACT No. 08-0195***  
  
***FOR THE PROVISION OF SERVICES FOR***  
  
***ICT PD CLUSTER PROGRAMME***

**Between**  
  
**The Ministry of Education**  
  
**and**  
  
**Mulberry Grove School**

**December 2008**

**Ministry of Education**  
**P O Box 1666**  
**117-125 Lambton Quay**  
**Wellington 6011**  
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MoE use: Register No. Date Entered __/__/200
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**BETWEEN**    **The Secretary for Education**, acting by and through Murray Brown, Manager, e-Learning unit, Schooling, Ministry of Education (“the Ministry”),

**AND**            Mulberry Grove School (“the Contractor” Lead School).

**WHEREAS:**

- A.     The Ministry and the Contractor signed a contract dated 4 December 2007 (“the Principal Agreement”) for the delivery of an ICT Professional Development Programme
- B.     Section 8 of the Agreement authorises the parties to vary the Contract by mutual written agreement. Any such variation shall be read together with and deemed part of the Agreement.
- C.     The parties have agreed to renegotiate Schedules One, Two and Three of the Agreement.
- D.     This Agreement records that variation.

**NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:**

**FIRST SCHEDULE**

**Schedule One** is hereby varied by the deletion of the existing Schedule One and replacing it with the following:

**Services to be provided by the Board of Trustees**

**Objectives of the Programme**

The objectives of the Programme to be provided by the Board under this Funding Agreement are to provide professional development programmes that:

- Implement the New Zealand Curriculum / Te Marautanga o Aotearoa through the use of e-learning;
- Increase capability of teachers and principals to improve students' learning and achievement through e-learning;
- Strengthen professional learning communities and increased collaboration within and across schools;
- Increase e-learning leadership and ICT strategic planning capability of principals and teachers;
- Increase the school community’s understanding of the educational contribution of e-learning.

**Programme to be provided**

The Board will provide the Programme according to the Programme Outline and Milestones set out below.

## First Schedule... continued

## Programme Outline

## A. Programme Goals and Success Indicators

Programme goals		Success Indicators for National and Cluster Goals
National goals	Cluster goals	
1. Implement the New Zealand Curriculum / Te Marautanga o Aotearoa through the use of e-learning;	1. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies.	<ul style="list-style-type: none"> <li>• Principals &amp; teachers will understand the intentions and possibilities of the new curriculum, specifically those related to the Key Competencies, and ways in which ICT can support these.</li> <li>• Teachers will incorporate understandings of the Key Competencies into their classroom planning and practise, modelling processes and behaviours and providing students with opportunities to explore them utilizing ICT.</li> <li>• Classroom environments will emphasize and reflect an awareness of the Key Competencies through both teacher-provided resources and student work.</li> <li>• Principals will incorporate understandings of the Key Competencies in to school planning, assessment and reporting.</li> </ul>
2. Increase capability of teachers and principals to improve students' learning and achievement through e-learning;	1. Use of ICT to access limited resources and meet the needs of specific students.  2. Use relevant technology ( <i>e-asttle</i> ) as a means of formative assessment.	<ul style="list-style-type: none"> <li>• Teachers of, and students in, years 0 to 8 across the cluster are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning.</li> <li>• Teachers of, and Year 7 &amp; 8 students from across the cluster are utilizing e-learning for Careers Education and Learning Languages.</li> <li>• Teachers and students in the Correspondence School Unit are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning.</li> <li>• <i>easttle</i> is being used effectively as a formative assessment tool for years 4 to 8 within each school.</li> </ul>

ICT Professional Development Clusters 2008-2011

<p>3. Strengthen professional learning communities and increased collaboration within and across schools;</p>	<p>1. Continue to develop and work collaboratively through online technologies.</p> <p>2. Access specific teaching and learning networks off-island as appropriate (eg: early childhood sector, secondary sector, Kura Kaupapa Maori).</p> <p>3. Seek opportunities to compliment digital collaboration by physically visiting and participating in other educational settings (eg: conferences).</p>	<ul style="list-style-type: none"> <li>• Wiki and database are being used by staff and students across the cluster to access and share resources, and to undertake shared projects which reflect and support the new curriculum.</li> <li>• Teachers and students at Okiwi School are effectively engaged in dialogue with other kurakaupapa Māori, sharing experiences, discussing pedagogy and developing exploring possibilities for collaboration.</li> <li>• Teachers in the Correspondence School Unit are effectively engaged in dialogue with other secondary educators, sharing experiences, discussing pedagogy and developing exploring possibilities for collaboration.</li> <li>• Parents at Playcentre are effectively engaged in dialogue with other early childhood facilities, sharing experiences, discussing pedagogy and developing exploring possibilities for collaboration.</li> <li>• Learning@school is attended by all cluster principals/leaders.</li> <li>• Cluster representatives attend the International Thinking Conference in Kuala Lumpur.</li> </ul>
<p>4. Increase e-learning leadership and ICT strategic planning capability of principals and teachers;</p>	<p>1. Development of a whole-island commitment to teaching and learning that utilizes ICT, and moves from early childhood through the primary schools and into the secondary sector.</p>	<ul style="list-style-type: none"> <li>• The cluster has developed a vision statement that summarizes our growing understandings of e-learning and reinforces its importance as a teaching and learning tool for all Great Barrier Island Children.</li> <li>• Vision statement is included and provides direction for the cluster school's 2010 charters, plans and other relevant documents.</li> <li>• ICT project-related school action plans incorporating new curriculum awareness and related ICT skills have been implemented, reflected and reported on.</li> </ul>
<p>5. Increase the school community's understanding of the educational contribution of e-learning.</p>	<p>1. Correspondence School Unit students and their families have increased access to e-learning technologies and understanding of their role in effective teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Correspondence School students are engaged in effective e-learning that meets their own needs and reflects an understanding of the Key Competencies.</li> <li>• The parents and families of correspondence students are welcome and involved at the unit, supporting the children and developing an understanding of the role of ICT in teaching and learning.</li> </ul>

### First Schedule... continued

#### B. Implementation of the Programme

Programme Professional Development Activities				Success Indicators for Programme implementation
What do we propose to do?	How much do we propose to do?	What resources do we need to carry out the programme?	How well have you carried out the programme activities?	
<p>In-school visits by Cluster Facilitator. Content on these days will vary according to the action plans of organization visited but will include;</p> <ul style="list-style-type: none"> <li>Working with Principals on whole-school systems and strategic planning, specifically as related to the Key Competencies;</li> <li>PD around the Key Competencies and the ways ICT can support them;</li> <li>Practical skills-based sessions within a Key Competency context;</li> <li>Assisting teachers to combine and refine ICT and Key Competencies into classroom practice;</li> <li>Assisting teachers as they work to integrate new skills and knowledge into the classroom;</li> </ul>	2 per term for each school and the Correspondence Unit.	<ul style="list-style-type: none"> <li>Principal release for Facilitator</li> <li>Vehicle</li> </ul>	<ul style="list-style-type: none"> <li>Relevant in-school professional development days have been held at all cluster schools.</li> <li>Whole school systems and strategic plans reflect cluster explorations and understandings of the new curriculum, specifically the Key Competencies.</li> <li>Teachers have knowledge about the Key Competencies, skill in using related ICTs and are using both appropriately in their classroom planning and practice.</li> </ul>	
<p>Release days provided by Cluster Release Teacher. Work on these days generally falls into one of three categories;</p> <ul style="list-style-type: none"> <li>Releasing teachers so they can continue with their professional development, attending a course or in-school reflecting, practicing, planning etc;</li> <li>Releasing teachers so they can work with small groups of children in an ICT-related context;</li> <li>Working with small groups of children</li> </ul>	At least 3 days per term for each school	<ul style="list-style-type: none"> <li>Release teacher wage</li> <li>Vehicle</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are reflecting on and confident about their new knowledge and skills, and this is reflected in their planning.</li> <li>Teachers are confidently and competently using technologies either in a whole class or a small group context.</li> </ul>	

and staff in an ICT-related context.				
Cluster meetings/PD sessions after school. This year these will be a mixture of; <ul style="list-style-type: none"> <li>• PD around ICT and the Key Competencies;</li> <li>• PD around the use of the cluster wiki and database;</li> <li>• Cluster reflection sessions around project initiatives.</li> </ul>	2 per term available to all cluster personnel	<ul style="list-style-type: none"> <li>• Host school</li> <li>• Transport for attendees</li> <li>• Afternoon tea</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster members are developing knowledge about ICT and the Key Competencies and are reflecting this through engagement and discussion at cluster meetings.</li> <li>• Cluster members are developing knowledge about the wiki and database and this is reflected in its regular use.</li> <li>• Cluster members reflections are thoughtful and reflected in milestone reports and future planning.</li> </ul>	
One shared teacher-only-day for the schools in the cluster focusing on ICT and the Key Competencies, with an emphasis on the competency Thinking.	For all teaching staff in the cluster	<ul style="list-style-type: none"> <li>• One teacher-only-day provided already by the government</li> <li>• Transport for attendees</li> <li>• Lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster teachers are knowledgeable, skilled and confident in their ability to generally understand and utilize the Key Competencies in their practice.</li> <li>• Cluster teachers have a range of effective strategies and tools to draw on in their teaching of Thinking.</li> </ul>	
Attendance at Learning@school, a Ministry sponsored conference held annually in Rotorua and aimed specifically at ICT PD Contract participants.	For the three school principals	<ul style="list-style-type: none"> <li>• Principal release</li> <li>• Conference registration</li> <li>• Transport to and from conference</li> <li>• Accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Principals will return from Learning@school inspired, with new knowledge and skills, having made connections with others, and enthusiastic and active about their participation in our cluster.</li> </ul>	
Three week-long 'intensives' with Facilitator Sue West. These will occur once each term and focus on different competencies, technologies, and groups of students and adults.	Three week-long intensives in terms 2, 3 and 4	<ul style="list-style-type: none"> <li>• Facilitation fee, flights, accommodation, transport on the island</li> <li>• Release for relevant teachers</li> <li>• Morning tea</li> </ul>	<ul style="list-style-type: none"> <li>• Conference attendees will return with new knowledge and skills, having made connections with others, enthusiastic and active about their participation in our cluster, and willing to use and share new Thinking-related practice with others.</li> </ul>	

Attendance at relevant mainland courses/meetings. Those held by Kohia Teacher's Centre and Learning Network, both in Auckland are easiest for us to attend, and content will be around the Key Competencies and/or the use of ICT.	As appropriate but at least one course per teacher per school per year is available	<ul style="list-style-type: none"> <li>• Relevant courses</li> <li>• Flights</li> <li>• Transport to and from the course</li> </ul>	<ul style="list-style-type: none"> <li>• Course attendees will return from courses with new and relevant knowledge and skills, and willing to reflect on, practice, use and share these with others.</li> </ul>
Continued development and use of a shared online environment ( <i>Access It</i> , wiki etc) as a place to access resource and work collaboratively.	Available for all cluster personnel	<ul style="list-style-type: none"> <li>• Facilitator release</li> <li>• Relevant software</li> <li>• Internet access</li> </ul>	<ul style="list-style-type: none"> <li>• The cluster wiki is a relevant and interesting online space, used on a regular basis by teachers and students, and full of shared ideas and projects .</li> <li>• The cluster database is well used and relevant resources are moving physically between the three schools as needed. Increased access to resources helps create richer units of work within the schools.</li> </ul>
Continued development and shared use of professional library.	Available for all cluster personnel	<ul style="list-style-type: none"> <li>• Relevant texts and subscriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster members are reading and are feeling inspired and engaged. This is reflected through text-related discussions with colleagues, and through the new ideas and strategies trialed in their classrooms.</li> </ul>
Visits from Linda Flavell, ECE ICT Facilitator. The content of these has been determined by Linda and Aotea Island Playcentre. Details are available in their separate project document.	For Aotea Island Playcentre	<ul style="list-style-type: none"> <li>• Flights to and from GBI</li> <li>• Lunch (costs shared with ICT ECE contract)</li> </ul>	<ul style="list-style-type: none"> <li>• Aotea Island Playcentre has successfully integrated relevant ICTs and related practices. Parents and children enjoy, appreciate, and feel satisfied by the benefits of e-learning within the centre. Evidence of this is visible in centre systems and student portfolios.</li> </ul>

**First Schedule... continued****C. Milestones****3. Activities carried out and results achieved during the Milestone 3 period**

- 3.1 Expected date of completion of Milestone 3 is **5 June 2009**.
- 3.2 Details of the tasks to be completed by the Contractor to achieve this milestone are:
- 3.2 Details of the tasks to be completed by the Contractor to achieve this milestone are:
- 3.2.1 Liaise with the National Facilitator assigned by the Ministry of Education to this project
- 3.2.2 Report on your progress towards achieving 2-3 of your cluster goals for Milestone 3 against your success indicators

Cluster goals for Milestone 3	Success Indicators
1. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies and the Learning Areas.	<ul style="list-style-type: none"> <li>• Principals &amp; teachers will understand the intentions and possibilities of the new curriculum, specifically those related to the Key Competencies, and ways in which ICT can support these.</li> <li>• Teachers will incorporate understandings of the Key Competencies into their classroom planning and practise, modelling processes and behaviours and providing students with opportunities to explore them utilizing ICT.</li> <li>• Classroom environments will emphasize and reflect an awareness of the Key Competencies through both teacher-provided resources and student work.</li> <li>• Principals will incorporate understandings of the Key Competencies in to school planning, assessment and reporting.</li> </ul>
1. Use of ICT to access limited resources and meet the needs of specific students.  2. Use relevant technology ( <i>e-asttle</i> ) as a means of formative assessment.	<ul style="list-style-type: none"> <li>• Teachers of, and students in, years 0 to 8 across the cluster are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning.</li> <li>• Teachers of, and Year 7 &amp; 8 students from across the cluster are utilizing e-learning for Careers Education and Learning Languages.</li> <li>• Teachers and students in the Correspondence School Unit are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning.</li> <li>• <i>easttle</i> is being used effectively as a formative assessment tool for years 4 to 8 within each school.</li> </ul>

- 3.2.3 Report on your programme implementation during the milestone period.
- 3.2.4 Submit a progress report to the Ministry by the milestone date on each of the above tasks and relevant performance measures, as per the Second Schedule of this agreement.

**4. Activities carried out and results achieved during the Milestone 4 period**

- 4.1. Expected date of completion of Milestone 4 is **27 November 2009**.

4.2. Details of the tasks to be completed by the Contractor to achieve this milestone are:

4.2.1. Liaise with the National Facilitator assigned by the Ministry of Education to this project

4.2.2. Report on your progress towards achieving the National programme goals.

4.2.3. Report on your programme implementation during the milestone period.

4.2.4 Submit a progress report to the Ministry by the milestone date on each of the above points, as per the Second Schedule of this agreement.

4.2.5 Complete the contract review and variation template

**First Schedule... continued**

**5. Work to be completed to achieve Milestone 5**

- 5.1 Expected date of completion of Milestone 5 is **4 June 2010**.
- 5.2 Details of the tasks to be completed by the Contractor to achieve this milestone will be developed during the 2009 annual review.

**6. Work to be completed to achieve Milestone 6**

- 6.1 Expected date of completion of Milestone 6 is **24 November 2010**.
- 6.2 Details of the tasks to be completed by the Contractor to achieve this milestone will be developed during the 2009 annual review.

**D. Change to roles/assigned personnel**

*\*Nonapplicable*

## **SECOND SCHEDULE – Reporting**

**Schedule Two** is hereby varied by the deletion of the existing Schedule Two and replacing it with the following:

1. The Board will provide a Milestone Report and Disbursements Schedule within 5 working days of the expected date of completion of each Milestone specified in the First Schedule.
2. Each Milestone report shall be written in a template provided by the ministry which may vary in response to the reporting requirements of the National Programme.
3. Each Milestone Report shall contain a summary of the Contractor's self-assessed performance on each of the milestone activities. Each summary must include explanations of any variances from the milestone tasks.
4. The National Support Services Facilitator assigned to your cluster will provide a report on your cluster's progress to the ministry as per the Reporting schedule in the Third schedule.

### THIRD SCHEDULE

**Schedule Three** is hereby varied by the deletion of the existing Schedule Three and replacing it with the following:

#### Finance

##### 1. Project Budget

Details	Budget (GST excl)	GST	Budget GST incl
<b>Professional Fees</b>			
Cluster facilitator (1 day a week release @ 220.79)	8831.00	1104.00	9934.00
Short course fees (7 people @ \$400.00)	2800.00	350.00	3150.00
Learning@school registration (3 x \$500.00)	1500.00	188.50	1687.00
Visiting Facilitator (3.5 weeks @ \$3250.00)	11375.00	1422.00	12797.00
		<b>Total</b>	<b>27568.00</b>
<b>Professional Costs</b>			
Teacher travel (12 x GBI/Auckland airfares @ \$180.00)	2160.00	270.00	2430.00
Facilitator travel (car x twelve 56 km trips & twelve 12 km trips @ .69 per km )	563.00	70.00	633.00
Learning@school travel (2 x Auckland/Rotorua airfares @ 239.00)	478.00	60.00	538.00
Learning @ school accommodation (3 x 3 nights @ \$150.00)	1350.00	169.00	1519.00
Facilitator travel (3 x GBI/Auckland airfares @ \$180.00)	540.00	68.00	608.00
Facilitator accommodation (3 weeks @ \$500.00)	1500.00	187.00	1688.00
Facilitator car hire (3 weeks @ \$300.00)	900.00	112.00	1012.00
Professional readings & subscriptions	1138.00	142.00	1280.00
		<b>Total</b>	<b>9708.00</b>
<b>Operating Costs</b>			
Meals/refreshments –all courses and conferences	1638.00	204.00	1842.00
Equipment depreciation	1000.00	125.00	1125.00
Postage, photocopying, stationary	1000.00	125.00	1125.00
Clerical assistant (2 hours per week @ 21.65/holiday/ACC)	2080.00	260.00	2340.00
		<b>Total</b>	<b>6432.00</b>
<b>Teacher Release:</b>			
Teacher release (40 days @ \$130/holiday/ACC)	5980.00	748.00	6728.00
		<b>Total</b>	<b>6278.00</b>
<b>TOTAL COST</b>			<b>49986.00</b>

**Funds carried forward from 2008:**

The Great Barrier island cluster has no actual funds to carry forward from 2008. This is because we were given permission by Neil Melhuish in April to purchase the software *Access-it*. This action was not included in our original budget and used up any excess funds we have on paper.

**2. Disbursement/ payment schedule**

<b>Payment</b>	<b>Reporting schedule</b>	<b>Net</b>	<b>GST</b>	<b>Total</b>
1 January 2009	<b>Milestone 2</b> (due 21.11.09)	7,333.33	916.67	8,250.00
1 April 2009	NSSF Progress report to Ministry – A (due 20.3.09 )	7,333.33	916.67	8,250.00
1 July 2009	<b>Milestone 3</b> (due 5.6.09)	7,333.33	916.67	8,250.00
1 October 2009	NSSF Progress report to Ministry – B (due 18.09.09)	22000.00	2,750.00	24,750.00
1 January 2010	<b>Milestone 4</b> (due 27.11.09)	11000.00	1375.00	12375.00
1 April 2010	NSSF Progress report to Ministry – C (due 19.3.10)	11000.00	1375.00	12375.00
1 July 2010	<b>Milestone 5</b> (due 4.6.10)	7555.55	944.45	8500.00
1 October 2010	NSSF Progress report to Ministry – D (due 17.9.10)	7555.56	944.44	8500.00
1 February 2011	On receipt and approval of final <b>milestone (6)</b> (due 24.11.10)	7555.55	944.45	8500.00
<b>Total</b>		<b>133,333.33</b>	<b>16,666.67</b>	<b>150,000</b>

**Third Schedule... continued****3. Disbursements Schedule**

This Schedule details how the amounts for Professional Fees, Professional Costs, and Operational Costs have been disbursed. The schedule will include the following details:

**ICT Professional Development Cluster****Contract No. 08-0195****Cluster Programme Disbursements Schedule**

To: Murray Brown  
e-Learning unit  
Schooling  
Ministry of Education  
PO Box 1666  
WELLINGTON 6011

From: Mulberry Grove School  
Shoal Bay Rd  
RD1 Great Barrier Island

*For Professional and Operational Costs:*

	3yr Budget	Actual-to-date	Cumulative %
Professional Fees	<b>\$32322.00</b>		
Professional Costs	<b>\$73377.00</b>		
Operational Costs	<b>\$11134.50</b>		
Teacher Development Costs (if relevant)	<b>\$16500.00</b>		
Plus Goods and Services tax	<b>\$16666.65</b>		

**Total \$150000.00**

The Ministry and Contractor hereby confirm the terms of Contract Number 08-0195 as varied by this Agreement.

Signed for and on behalf of the Secretary for Education by Murray Brown, Manager, e-Learning, Schooling Division, the Ministry of Education (“the Ministry”)

\_\_\_\_\_

Date \_\_\_\_\_ 2008

and by \_\_\_\_\_ for and on behalf of Mulberry Grove School (the “Contractor”).

Signature \_\_\_\_\_

Designation \_\_\_\_\_

Date \_\_\_\_\_ 2008